

Pupil premium strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.



School overview

Detail	Data
School name	St Leonard's VA Lower School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Sarah Bowley
Pupil premium lead	Sarah Bowley
Governor / Trustee lead	Alan Gomersall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7950
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0000
Total budget for this academic year	£9950
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of Intent

Our ultimate objectives are:

To narrow the in school gap between disadvantaged pupils and non-disadvantaged pupils by addressing inequalities and raising attainment.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To ensure that ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

To develop confidence in their ability to communicate effectively in a wide range of contexts.

To enable pupils access to a full and extended curriculum.

To offer and support pupils and families to overcome barriers such as attendance difficulties, multiple disadvantages and financial deprivation that can make it difficult to access opportunities offered by the school.

We aim to do this by:

- Ensuring that all pupils have access to high quality first teaching that meets the needs of all.
- Monitoring the progress and attainment of each pupil at least termly.
- Small year group sizes, improving opportunities for high quality first teaching and accelerating progress.
- Allocating a Teaching Assistant to each year group, providing small group work focussed on overcoming gaps in learning.
- 1-1 support (trained Teaching Assistants and qualified and trained Teachers).
- Daily reading and phonics support.
- Additional opportunities for pupils in year 3 and 4 to practise their multiplication tables using Times Tables Rockstars.
- Additional opportunities for pupils in years 1, 2, 3 and 4 to practise number skills on Numbots.
- Additional Homework Club.
- Additional teaching and learning and/or social communication and emotional and well-being activities by trained members of staff or external professionals/agencies to support barriers to learning.
- Support for payment and involvement in activities and clubs such as sports tournaments, 1:1 Musical tuition, Football club, Karate Club, Dance Club or Wraparound care.
- Providing school uniform.
- Payment towards educational visits including the year 4 residential visit.
- Regularly monitoring attendance and supporting our pupils and families

We recognise that there may be more pupils who are not registered for free school meals that are socially disadvantaged. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis that identifies priority classes,

groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some children have been identified as having SEND (lowest 20%) .
2	Some children have complex social and emotional needs.
3	Some children do not have a lot of support from home. They are not always heard read frequently and home learning is not completed. This inhibits progress in all curriculum areas.
4	Some children are persistent absentees.
5	Some pupils do not attend extra-curricular opportunities due to financial constraints.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For all children to be able to access the full curriculum and have additional support to accelerate progress in learning.	Pupils will make expected progress or better in reading, writing and maths. Termly assessments and pupil progress meetings will show progress.
Pupils with social and emotional needs are given the support they need to reduce barriers to learning.	Pupils will social and emotional needs make progress as indicated by behaviour records, SEND planning and review, pupil and parent voice. Pupils will make expected progress or better in reading, writing and maths.
For all children to have the opportunity to take part in additional curriculum opportunities- sports, music, trips and visits.	Pupils will take part in a range of extra-curricular activities (eg. MK Dons Football, Rocksteady Music School and Kingswood Residential) as evidenced by attendance records and club registers. Parents know how to access support to school holiday opportunities.
To improve the attendance of persistent absentees.	There is an improvement in attendance as evidenced by the school attendance register.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching that enables all pupils to achieve.</p>	<p>Lesson observations show that learning is made accessible in a variety of ways.</p> <p>CPD focuses on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Pupils are given to support they need to help them to succeed; they are given feedback to help them to improve.</p> <p>ECT's are supported through mentoring and CPD programme.</p> <p>Regular assessment and monitoring indicates progress and pupils are given timely focused intervention to plug gaps in learning.</p> <p>Teaching assistants support learning in each class for core learning- Maths and English (mornings).</p> <p>Staff in EYFS are trained to support pupils with their development of communication skills to support progress towards meeting Early Learning Goals.</p>	<p>1, 2 and 3</p>
<p>CPD for social and emotional intervention and speech and language intervention</p>	<p>Staff are trained to support pupils with complex social and emotional needs to support and reduce barriers to learning.</p> <p>Careful monitoring shows progress.</p>	<p>2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8137.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up/SEND intervention	<p>Pupils are monitored and assessed regularly so that gaps in learning can be identified and 1:1 or small group interventions can be planned tuition. Pupils that require 1:1 or small group intervention receive support from qualified teachers/school based tuition.</p> <p>Teaching Assistants receive training and support to help them to deliver high quality interventions.</p> <p>Pupil progress meetings termly and SEND support meetings termly effectively monitor pupil progress and modifications are made to adjust intervention where necessary.</p>	1 and 3
Social and emotional intervention	<p>For some of our most vulnerable pupils school will purchase support from counselling or therapy services.</p> <p>Additional TA hours for Lego therapy intervention.</p>	1 and 2
Daily reading, spelling, maths	<p>Pupils are given support to enable progress to be made.</p> <p>Pupil progress meetings termly and SEND support meetings termly effectively monitor pupil progress and modifications are made to adjust intervention where necessary.</p> <p>Lowest 20% of readers are supported daily to make accelerated progress.</p>	1 and 3
External advice to support staff in identifying pupils' needs and recommended strategies/resources to enable them to reach their full potential	<p>The SENDCo and staff recognise that it is necessary to seek external expertise when identifying pupils' needs and in allocating the most appropriate resources/interventions to ensure appropriate adaptations are made. This may be via an Educational Psychologist or speech and language therapist.</p>	1, 2 and 3

Learning resources to support intervention activities	Small group and 1:1 resources and online resources to support intervention activities (eg. ELSA resources, Primary Stars, Spelling resources- Ipad, School Start interventions)	1 and 3
Homework Club	Weekly support for vulnerable pupils who are not accessing homework opportunities.	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1138.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Payment for children to attend extra-curricular activities	Children can access sessions such as MKDons football and Rocksteady Music School. This has a positive impact on their mental well-being.	1, 2, 4 and 5
Payment for children to attend school visits	Year 4 pupils attending the Residential visit to support confidence boosting, self-esteem and team building skills before transition to middle school. All pupils are able to attend curriculum visits to give further depth to learning undertaken inside the classroom.	2 and 5
Attendance monitoring	Pupils are able to access wake up club and sunflower club to support school attendance. Regular communication with parents to support barriers to attendance. Parents are given support and resources to further support learning at home. Liaison with Education Welfare Officer and Access and Inclusion team to support with communication with families. The Early Help Assessment process is used where appropriate. Pupils receive additional targeted intervention in school to support accelerated progress.	4

Total budgeted cost: £ 9976

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

All PPG pupils have their own action plans which are updated throughout the year with support put into place, how funding has been spent, pupil progress and impact. Plans indicate that all pupils made good progress from their starting points.

Pupil progress meetings take place each term with the Headteacher (SENDCo) and class teacher(s). Pupil progress is monitored on a termly basis and intervention groups are adjusted accordingly.

Subject monitoring activities always include disadvantaged pupils as part of the group.

Governor visits for SEND and vulnerable pupils take place termly, the provision for disadvantaged pupils are discussed and outcomes are reviewed. They report back to the full governing body.

Educational Psychology assessments have been commissioned which have supported the assess, plan do review process for SEND pupils. These pupils have made progress in line with their peers.

The school has purchased 1:1 counselling from the learning community school counsellor. This has supported to reduce barriers to learning (as evidenced through attendance registers, school behaviour logs and SEND reviews).

1:1 tuition has supported those most vulnerable to enable them to make progress in line with their peers.

All of our year 4 pupils were able to attend the Year 4 residential visit, developing confidence, teamwork and self-esteem in preparation for their transition to middle school.

Pupil progress and attainment are discussed by the curriculum and standards committee termly and the full governing body in the Autumn term each year.

The school improvement advisor visits 3 x a year and disadvantaged pupils always feature in her monitoring visits.

Government free school meal vouchers were provided during lockdown to those pupils/families on current free school meals.

School tracking data indicates the good progress made from EYFS baseline assessments for PPG pupils. These pupils confidently recalled all set 1 letter sounds by the end of the year and were beginning to blend and segment with these in reading.

At Year 1 Phonics Screen 100% of FSM pupils reached the expected standard.

At Year 2 a pupil with SEND did not meet the expected standard, school tracking indicates progress made. An Education Health and Care Plan assessment is in process.

At Year 4 100% of pupils reached age related expectations in reading. 100% achieved 17+ on the Multiplication Tables check.

All pupil premium children accessed additional music tuition (Rocksteady Music School) and sporting opportunities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A